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ABSTRACT

The Project on Equal Education Rights (PEER) measures progress in educational equality and documents the advancement of women and girls in education. State-by-state surveys of the status of females in education are used to measure this progress. The 1986 PEER report attempted to measure states' commitment to excellence and equity in education. Each state's commitment to education was measured by: (1) expenditures for education as a percentage of per capita income; (2) the ratio of students to teachers in classrooms; (3) teacher salaries; and (4) the high school graduation rate. To measure states according to how well young women were being prepared for higher education, the survey ranked them on: (1) the gap between high school women's and men's Scholastic Aptitude Test (SAT) scores; (2) women's expressed goals for higher education; and (3) their interest in "non-traditional" science careers. An assessment of women's college enrollments and the undergraduate and graduate degrees they received was also reported. The report evaluated women's participation in vocational training programs. PEER focused attention on the impact of combined sex, race, and disability bias and discrimination. Included in the report were state-by-state charts showing SAT mathematics and verbal scores, male and female differences on SAT tests, young women's graduate degree goals, young women's career aspirations in the physical sciences, public university and college enrollment, degrees awarded, and enrollment in vocational training programs. (SM)

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THE 1986 PEER REPORT CARD:

A STATE-BY-STATE SURVEY OF THE STATUS OF WOMEN AND GIRLS IN AMERICA'S SCHOOLS

PEER Policy Paper #5

Autumn 1986

Project on Equal Education Rights
NOW Legal Defense and Education Fund
1413 K Street, N.W., 9th Floor
Washington, DC 20005

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Peer Policy Paper #5

The 1986 PEER Report Card:
A State-by-State Survey of The Status of Women and Girls in America's Schools

Before Congress enacted Title IX of the Education Amendments in 1972, sex discrimination in education was pervasive and accepted. Women and girls were assumed to "need" different educational experiences than men and boys, to prepare them for different lives as adults; before Title IX, it was quite legal for women and girls to be excluded from graduate and professional schools, from "men only" vocational and technical programs, from athletics programs, scholarship aid, and careers in educational administration. In the fourteen years since the passage of Title IX, substantial changes have occurred in women's participation in education at all levels and all areas of study; yet the glass still is only half full. Much remains to be done to ensure that sex equity in education is as pervasive as sex discrimination once was.

Laws such as Title IX (1972) and federal funding programs such as the Women's Educational Equity Act (1974) have made many of these significant changes possible and have enabled local school boards, parents, teachers, and equity advocates to transform the educational experience of a generation of girls and young women. Since 1979, the Project on Equal Education Rights has attempted to measure these changes and to document the progress of women and girls in education by conducting state-by-state surveys of the status of women and girls in education. PEER has focused on several key areas which traditionally have been bellwethers of sex bias in education: access to athletic opportunities, to "non-traditional" vocational education, to top-level administrative positions in education, and (in 1985) to computer education. These analyses were published as the *Back-to-School Line-Up* (in 1979 and 1982) and *The PEER Report Card: Update on Women and Girls in America's Schools — A State-by-State Survey* (in 1985).

Excellence and Equity. For the first time, *The 1986 PEER Report Card* attempts to measure states' commitment to the twin goals of excellence and equity in education. The *Report Card* assesses each state's commitment to education by reviewing data on the state's *expenditures for education* as a percentage of per capita income, the *ratio of students to teachers* in classrooms, *teacher salaries*, and the high school *graduation rate*. In *The 1986 Report Card*, PEER also surveyed the states to determine how well young women are being prepared for higher education, compared to men. The survey ranks states on several measures: the gap between high school women's and men's *SAT scores*, young women's expressed *goals for higher education*, and their *interest in "non-traditional" science careers*. An assessment of women's college *enrollments* and the undergraduate and graduate *degrees* they receive also is included. The *Report Card* also evaluates women's participation in previously male-dominated *vocational training programs* offered in the nation's area vocational centers.

In all of its research and analysis, PEER focuses particular attention on the impact of combined sex, race, and disability bias and discrimination. Thus, in collecting information for this report, PEER has sought data on both the race and sex of participants. Unfortunately, almost none of the available data are provided by both race and sex[1] and almost no information is available on the status of disabled women and girls. It is virtually impossible, therefore, to provide a

comprehensive state-by-state analysis of the status of women of color or of women with disabilities in education, thus limiting policymakers' ability to respond to many of the most pressing equity concerns facing women in education for the remainder of this century.

Commitment to Education

During the past several years, demands for education reform have led almost all states to examine their public education systems and develop new strategies for ensuring "quality" education for their children. In some states, sweeping changes are occurring, as competency tests for both teachers and students are required, graduation requirements for math and science are increased, pre-kindergarten programs are proposed, and school days are lengthened. While many states still are considering how to improve their schools, it seems certain that by the end of this decade, every state's public education system will have had a facelift.

Teachers' Salaries. According to PEER's analysis of state-by-state data from the US Department of Education[2] states still vary substantially on the resources they commit to education. Nowhere are these differences more apparent than in the range of teachers' salaries. Teachers in *Alaska*, with an estimated average salary of $39,751, are the highest paid, while their counterparts in *Mississippi* earned the lowest salaries nationwide—an average of $15,971. Indeed, the average salary for teachers nationwide is only $23,582; clearly, teachers' salaries have not risen at the same rate as other professionals.

Expenditures Per Student. The amount of state funds provided to public education offers another measure of commitment to schools and children.[3] PEER's state-by-state review of expenditures per student (the amount of money spent on each student in a school year) and expenditures as a percentage of per capita income (the amount of money spent on each student as a percentage of the state's average income) shows significant variations among the states. *Alaska* spends more money on each student ($8,627) than any other state; *Utah* spends the least ($2,053). Although federal funds used by a state to support its educational programs are included in this figure, it is interesting to note that during the period between 1982 and 1984, when federal funds were decreasing, the expenditures per student in some (but not all) states increased significantly. Nationally, the average amount spent on each student increased by one-third, from $2,726 to $3,173.

Expenditures as a percentage of per capita income might be one of the best indicators of commitment available since it is a measure that shows a direct correlation between what is spent and what is available. Once again, *Alaska*, the state with the highest per capita income, committed nearly one-half of it to education. In contrast, *Tennessee* and *Nevada* tie for last place at 20.2 percent and *Georgia*, *California*, and *Alabama* trail close behind with 20.4, 20.5 and 20.6 percent respectively.

Teacher/Student Ratio. Classroom size (teacher/student ratio) is often the barometer used to measure the general health of a school system. It is generally accepted that overcrowding in classrooms diminishes even the best teachers' ability to provide quality, individualized instruction. The national average is 18.3 students for every teacher. *Wyoming* has the lowest student/teacher ratio in the country, with only 12.6 students to every teacher. In contrast, *Utah* has the highest student/teacher ratio (24.1) while *California*, our most populous state, has the second highest student /teacher ratio, with 23.3 students for every teacher.[4]

High School Graduation Rates. At a time when a high school diploma is the prerequisite for almost any type of employment, students are leaving school before graduating at an alarming rate. In 1984, according to US Department of Education statistics,[5] an estimated 71 percent of the students who had entered the ninth grade four years earlier graduated from high school.[6] *Minnesota* leads the states with a graduation rate of 89.3 percent—less than one percentage point shy of the national goal of 90 percent set by the President (to be met by 1990). The *District of Columbia's* graduation rate of 55.2 percent is the nation's lowest, although it is closely followed by *Louisiana* and *Alabama* with graduation rates of 55.7 and 62.1 percent respectively.

While the graduation rates for the states are not available by sex or race, a 1983 US Department of Education publication[7] indicates that young women are leaving school before graduating almost as often as male students and often for the same reasons. Both female and male drop outs listed "poor grades" and the belief that "school is not for me" as their top two reasons for leaving school. A key difference appeared when the third reason was listed. While young men listed "going to work" as their third reason for dropping out of school, young women listed "getting married" and "pregnancy" as their third (and fourth) reasons for quitting school.

Preparing for College and Career

The Scholastic Aptitude Test (SAT). Each year thousands of young women and men who plan to attend college sign up with the Educational Testing Service (ETS) to take the Scholastic Aptitude Test (SAT) and an assortment of Achievement Tests (covering knowledge and skill in writing, science, foreign languages, and mathematics, for example) to fulfill a basic requirement of many of the nation's colleges and universities. Despite concerns about its reliability and fairness,[8] the SAT continues to be used by most colleges and universities as a predictor of potential college achievement. The state-by-state data on SAT scores and on student attitudes reported below are derived from the College Board's annual report on the SAT.[9]

Although SAT scores declined somewhat during the 1970s, during the past two years the scores have started to rise. However, at the same time that the SAT scores of minority students are improving, the gap between the scores of female and male students is widening.[10] In 1985, the male students' scores were an average of 59 points higher than

female students' scores; of a total possible score of 1600 (for both the verbal and math sections), the national average for male students was 936 as compared to 877 for female students—the largest gap in nearly twenty years.[11]

Women taking the SAT are scoring lower than men on both the verbal and math sections of the test. The national average for men on the math section is 499, while for women it is 452, a difference of 47 points. Men's national average score on the verbal section is 437, but women—who traditionally have outperformed men on the verbal test—have been losing ground; women's scores today average 425, 12 points below men.[12]

The SAT is extremely controversial as a predictor of minority and female students' success in college. In fact, the College Board and the Educational Testing Service have recently admitted that the SAT *under*predicts the grades women can expect to earn in college; ETS also admits that it cannot explain this discrepancy. Other researchers have offered a variety of explanations, many of which suggest that sex bias in the test construction and content is affecting women's scores; for example, more of the test questions are set in a science context (where girls and women still are often discouraged from participating) rather than in the humanities, an area where women have traditionally been encouraged to excel. Further, the essay writing test in the verbal section and the data sufficiency question in the math section have been removed from the test; again, these are items on which female students formerly excelled.

Some feminists have pointed out that the SAT was formerly written predominantly by women; they suggest that the increase in the number of male writers may be producing subtle shifts in how questions are written that makes them less accessible to women.[13] Regardless of the reasons for women's lower scores, the fact that women's SAT scores fail to predict their performance as college students leaves these young women open to discrimination in the college admissions process.

Nationally, women's scores on the math section of the SAT average 47 points lower than men's. *Hawaii* reports the smallest difference between women and men at 31 points, while *North Dakota* reports the largest difference at a whopping 70 points. Further, women's scores cover a wide range nationwide. In *Iowa*, women taking the SAT outperformed their counterparts in other states with an average score of 549 on the math section. In *South Carolina*, the average score for women is only 406 in math, the lowest in the nation.

The gap between women and men on the verbal portion of the SAT is significantly smaller than for the math portion. In *Kentucky*, there was no gap at all—both the women and the men had an average score of 491; in *Michigan*, *Louisiana*, and the *District of Columbia*, in contrast, women scored 23 points below men on the verbal section. Again, the range of women's scores is wide; women in *South Dakota* have the highest average score at 530 and women in *South Carolina* have the lowest score at 384.

Young Women's Graduate Degree Goals. Students taking the SAT provide the College Board with information about themselves—their goals and aspirations as well as demographic characteristics.[14] Among the questions asked of SAT-taking students is whether they plan to earn a master's degree or a doctoral degree. PEER's analysis of seniors' responses to this question found very little difference between male and female aspirations for graduate degrees; 26 percent of the women respondents planned to complete a master's program, compared to almost 28 percent of the men. Nearly 19 percent of the men compared to 18 percent of the women planned to earn a Ph.D. It is interesting that *Utah* — the state with the smallest percentage of women attending its public colleges and universities as either full-time or part-time students—reported that fully one-third of women high school seniors planned to earn graduate degrees.

Young Women's Career Aspirations—The Physical Sciences. Nationally, only 10.6 percent of the high school senior women indicated a desire to major in the physical sciences—course work leading to significant scientific and professional careers that traditionally have been male bastions—as compared to 34 percent of men seniors. *Wyoming* and the *District of Columbia* lead the states with the largest percentage of high school women planning to study the physical sciences—at slightly more than 17 percent. However, young men still far exceed women in their interest in the physical sciences; *Mississippi* and *Montana* lead the states, with almost 45 percent of the young men in these two states planning to major in the physical sciences.

The state of *Montana* reported the greatest differences between male and female seniors—a gap of 32 percent, with 44.7 percent of male seniors and only 12.6 percent of females planning to major in the physical sciences. The second largest difference was reported by *Nebraska*; 40.9 percent of the young men and only 10.4 percent of the women list physical science as their intended area of study—a gap of 30.5 percent. In contrast, 32 percent of the men and 17 percent of the women seniors in the *District of Columbia* plan these majors — representing the smallest gap between women and men (15 percent).

It is interesting to compare these young women's aspirations with the actual numbers of bachelor's degrees awarded to women in the physical sciences. Of the women who received bachelor's degrees in 1980-1981 (the most recent year for which data are available), only 3 percent received degrees in the physical sciences, mathematics, and engineering—while 23 percent of the women earned degrees in education and 11 percent of the women majored in nursing and health-related professions.[15]

College Enrollments. In the late 1970s, the enrollment of women in postsecondary institutions finally reached the 50 percent mark, after more than a century of struggle against resistance to women's higher education. Indeed, Oberlin College, established in 1833, was the first postsecondary liberal arts institution to accept women—a full two hundred years after the establishment of colleges for men.

According to the US Department of Education,[16] women now represent at least 40 percent of the full-time student body enrollment in public four year colleges and universities

in every state. *Delaware* leads the states with the largest female student population (54.8 percent), while *Utah* has the lowest female enrollment (41.4 percent). Nationally, women make up 48 percent of full-time students, but women account for more than half (55.7 percent) of part-time college students. *Arkansas* has the largest percentage of part-time women students (63.1 percent) and *Utah* has the smallest (44.9 percent). In seven states, women account for more than 60 percent of the part-time students enrolled in four year colleges and universities.

Degrees Awarded. National data[17] indicate that, for the 1983-84 school year, one-third of the doctoral degrees awarded were earned by women, while women earned 49.4 percent of master's degrees and received half of the bachelor's degrees awarded. *Vermont* leads the nation as the state with the highest percentage of graduate degrees awarded to women; 56.8 percent of the master's degrees and 56.4 percent of the doctoral degrees were earned by women. And *Delaware* awarded the highest percentage of bachelor's degrees to women (57.6 percent). *Utah* awarded the smallest percentage of bachelor's degrees (41.6 percent) and master's degrees (35.7 percent) to women. *Alaska* awarded the smallest percentage of doctoral degrees to women (16.7 percent, though only 6 Ph.D.s were awarded statewide—5 to men and one to a woman).

Vocational Education

Data on the status of women in vocational education were provided by the US Department of Education's Office for Civil Rights (OCR), from the results of a national survey of over 7000 institutions conducted in the fall of 1984.[18] These data differ substantially from the data used in PEER's 1985 *Report Card*, which were provided by the US Department of Education's Vocational Education Data System (VEDS). While VEDS surveyed all vocational education programs, OCR gathered its data using a stratified sample which included every state, every type of school and all sizes of enrollment, in large and small facilities.[19] Data are provided for both occupational preparation programs (OPP) and apprentice training programs.

Area Vocational Centers. For *The 1986 Report Card*, PEER has chosen to focus on the enrollment of women in area vocational centers. According to the Office for Civil Rights, there are approximately 1,786 area vocational centers nationwide. These centers provide vocational education programs to students throughout a school system or a region; in addition to the centers' vocational training, the students usually receive the academic portion of their education in a local high school or other academic institution.[20]

This structure makes the area vocational center attractive to a broader segment of the population, particularly those who desire training in a specific vocational field and those "non-traditional" students who are not attending high school—including, for example, older students who are returning to school after years in the labor market, and young adults who dropped out of high school before graduating. The potential for this diversity in the student population makes area vocational centers particularly important as educational institutions for women, especially re-entry women, displaced homemakers, and low income women.

In addition, new provisions of the two year old Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524) assure access to vocational education programs for persons who have been inadequately served — especially disadvantaged students, disabled students, women who are entering occupations that have previously been male dominated, adults who are in need of training and retraining, displaced homemakers, single parents, individuals with limited English proficiency and persons incarcerated in correctional institutions. Area vocational centers have the potential to serve many of these students and are thus worthy of a closer look by equity advocates.

"For Men Only". PEER has conducted a detailed state-by-state analysis of enrollment patterns in those occupational preparation and apprentice training programs that nationally report enrollments that are 65 percent or more male; the analysis focuses on nine occupational preparation programs—Agriculture, Communication Technologies, Engineering, Industrial Arts, Precision Production, Construction Trades, Mechanics and Repairer, Transportation, and Protective Services. Four apprentice training programs were surveyed, including Engineering, Precision Production, Construction Trades, and Mechanics and Repairer.[21]

Nationally, of the nine occupational preparation programs, *Protective Services* enrolled the largest number of women (42.59 percent, followed by *Communications Technology* (32.96 percent), *Industrial Arts* (32.92 percent), and *Agriculture* (32.1 percent). The occupational preparation programs with the fewest women enrolled were *Mechanics and Repairer* (4.1 percent) and the *Construction Trades* (4.1 percent).

Further, when the enrollments by women of color are compared to enrollments of white women, they appear to indicate that women of color are more likely to break with tradition and enter areas that have been dominated by men. When compared to men within their racial/ethnic groups, women of color were far more likely to be enrolled in these male dominated programs than were their white female counterparts (as compared to white men).

While women of all racial and ethnic groups and men of color remain seriously underrepresented in vocational training leading to higher-paying jobs, PEER is encouraged to note that women of color are leading the way into these fields. Of the four *apprentice training* programs reviewed, for example, *Engineering* had the largest percentage of women enrolled—a very small 5.9 percent. But Native American women were 28.5 percent of the Native Americans enrolled in these programs, by far the largest proportion of any group of women when compared to men from the same

racial/ethnic group.[22]

In apprentice training in the *Construction Trades*, while women were merely 3.6 percent of all enrollees (and white women were 3.4 percent of white students), Black women were 7.2 percent of Black enrollees and Native American women were 3.9 percent of Native American students. White women were only 3.3 percent of white enrollees in apprentice training for *Precision Production*, but Asian American women were 7.6 percent of Asian American participants, Black women were 8.2 percent of Blacks enrolled, and Hispanic women were 14.2 percent of all Hispanic students.

Similar patterns appear in several *occupational preparation* programs. In *Transportation*, while women are 14 percent of participants, Asian American women are 31 percent of Asian American enrollees and Black women are 25 percent of Black participants. Asian American and Hispanic women have the highest female participation rates in *Agriculture*, at 43 percent and 40 percent respectively (compared to a participation rate of 32 percent for women overall). Asian American, Black, and Hispanic women are 21.4 percent, 27 percent, and 28 percent of Asian American, Black and Hispanic participants in *Engineering*, compared to all women (13.7 percent) and white women (9.5 percent). Finally, among students in *Mechanics and Repairers* programs, women are only 4 percent but Asian American women are 10.6 percent of Asian American students, Black women are 5.2 percent of Black students, and Hispanic women are 4.7 percent of Hispanic students.

Among the states, *Pennsylvania* and *North Dakota* each ranked "number one" twice, for having the highest percentage of women students enrolled in two of the nine *occupational preparation* programs that are dominated by men at the national level. In *Pennsylvania*, women were enrolled in *Transportation* (42.6 percent) and *Agriculture* (56.2 percent) programs at far higher rates than the national averages of 14 percent and 32 percent respectively. *North Dakota* outranks the other states in two occupational preparation programs—*Construction Trades* (10.6 percent) and *Precision Production* (29 percent).

Michigan leads the way in two *apprentice training* programs, *Engineering* — at an impressive 50 percent—and *Precision Production*, at 16.6 percent.

Other states have made substantial progress in increasing women's enrollments in traditionally "male only" programs. These national pace setters in occupational preparation programs include: *Oregon* (Mechanics and Repairer—10.4 percent); *New York* (Engineering—39.4 percent); *Missouri* (Industrial Arts—96.7 percent); and *Maryland* (Communication Technologies—88 percent).

Pace setters in apprentice training include: *Ohio* (Construction Trades—24.6 percent) and *Georgia* (Engineering — 11.8 percent).

The state with the worst record for the enrollment of women in traditionally male-dominated vocational programs is *Alabama*, with a *100 percent* male enrollment in four program areas—more than any other state. While Alabama leads the other states it is not alone. In fact, 33 states and the District of Columbia have one program area in which enrollments are 100 percent male; 13 states have all male participants in two program areas.

Further, apprentice training programs—which often lead directly into high paying jobs in the skilled trades—still are most likely to remain 100 percent male. For example, *Precision Production* programs in 13 states and the *Mechanics and Repairer* programs in 11 states and the District of Columbia remain completely male-dominated.

Notes

[1]The only statistical information available for this report that shows enrollments cross-tabulated by both race and sex comes from the Office for Civil Rights (OCR) in the US Department of Education, which reports vocational education enrollments by race and sex.

[2]US Department of Education, "State Education Statistics: Student Performance, Resource Inputs and Population Characteristics, 1982 and 1985," USED: Washington, DC, February 1986.

[3]"State Education Statistics".

[4]"State Education Statistics".

[5]"State Education Statistics".

[6]Although information to adjust the graduation rates for students receiving GEDs is not available, these figures were adjusted for interstate population migration.

[7]US Department of Education, National Center for Education Statistics, "High School Drop-outs: Descriptive Information from High School and Beyond," NCES: Washington, DC, 1983, page 5.

[8]See Phyllis Rosser, "Do SATS Shortchange Women?" *Ms.*, December 1985, page 20, and Jonathan Friendly, "Low SAT Scores Perplex Women," *New York Times*, August 3, 1986, page 9 (Education section).

[9]Admissions Testing Program, The College Board, "College-Bound Seniors, 1985," (State Reports), Educational Testing Service: Princeton, New Jersey, 1985.

[10]Colleen Cordes, "Test Tilt, Boys Outscore Girls on Both Parts of SAT," *APA Monitor*, June 1986, page 30.

[11]Cordes, page 30.

[12]Rosser, page 20.

[13]See Rosser, page 20.

[14]"College-Bound Seniors, 1985."

[15]Rosemary Salomone, *Legal Rights and Federal Policy: Equal Education Under Law*, St. Martin's Press: New York, page 136.

[16]US Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities," NCES: Washington, DC, 1984, Tables W-5A, W-5B, W-5C.

[17]US Department of Education, Center for Statistics, "Survey of Earned Degrees Conferred," USED: Washington, DC, 1984, Table 5A (unpublished data).

[18]US Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

[19]Adjustments have been made by OCR to correct errors that could occur if some schools did not respond, were closed, or did not offer vocational educational programs; adjustments also were made to correct for possible misclassification of institutions by type of school in the original sample, duplication or deletion of an institution within or across type of schools in the original sample. Finally, while OCR data are available in two forms, reported data aggregated to a state-by-state level and data projected to a state-by-state level, PEER elected to use

the projected data, in an effort to provide a more complete portrayal of the status of women and minorities in area vocational centers. Data for all 48 states and the District of Columbia were analyzed; data for Hawaii and Nebraska were not available from the Office for Civil Rights.

[20]American Vocational Association, "Fact Sheet: Vocational Education Today," AVA: Arlington, VA, (undated), page 2.

[21]PEER did not include those apprentice training program areas which met the enrollment criteria (more than 65 percent male) but enrolled fewer than 1000 students nationwide.

[22]Although the percentage is significant, the actual numbers are miniscule—only 5 Native Americans, two of whom are women, are enrolled. Nationally, only 1,493 Native Americans are enrolled in Engineering apprentice training.

PEER, the Project on Equal Education Rights of the NOW Legal Defense and Education Fund, is one of the leading national advocacy programs for educational equity for women and girls of all racial and ethnic groups, both disabled and non-disabled.

PEER's National Affiliate Network links activists and educators in a national community of concern for the advancement of women and girls.

Created in 1974, PEER has received support from various sources, including the Carnegie Corporation, the Ford Foundation, several corporations, and the Women's Educational Equity Act Program.

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The data analyses were conducted by PEER staff members Jennifer Tucker and Theresa Cusick, with invaluable assistance from Derek Johnson of the University of Michigan, who served an internship at PEER. Assistance also was provided by Kristen Brink of the University of Michigan and Betsy Christ of the University of California at Berkeley, who served as interns at PEER. The *Report Card* was prepared by Jennifer Tucker, PEER Senior Program Associate, and Leslie R. Wolfe, Director.

To order more copies of *The 1986 PEER Report Card: A State-by-State Survey—The Status of Women and Girls in America's Schools*, including all data analysis charts, write PEER, 1413 K Street, NW, 9th floor, Washington, DC 20005, or call (202) 332-7337. $9.95 per copy payable to PEER by check or money order.

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SAT Math Scores for Female Seniors

State	Math Score	Rank*
Iowa	549	1
South Dakota	546	2
North Dakota	530	3
Kansas	527	4
Wyoming	521	5
Montana	518	6
Minnesota	514	7
Nebraska	514	8
Kentucky	509	9
Utah	509	10
Wisconsin	509	11
New Mexico	505	12
Oklahoma	503	13
Tennessee	498	14
Colorado	496	15
Illinois	495	16
Mississippi	493	17
Missouri	493	18
Arizona	489	19
Alabama	488	20
Michigan	488	21
Arkansas	487	22
Washington	486	23
West Virginia	485	24
Idaho	482	25
Ohio	480	26
Louisiana	477	27
New Hampshire	465	28
Hawaii	462	29
Oregon	462	30
Nevada	458	31
Vermont	458	32
California	456	33
Alaska	454	34
Connecticut	454	35
Virginia	454	36
Delaware	451	37
Maryland	451	38
Massachusetts	451	39
New York	451	40
Maine	446	41
Pennsylvania	445	42
Florida	444	43
Rhode Island	443	44
New Jersey	442	45
Indiana	439	46
Texas	437	47
Georgia	419	48
North Carolina	418	49
District of Columbia	410	50
South Carolina	406	51
U.S. Average	**452**	

**All ties ranked alphabetically.*

SOURCE: *Admissions Testing Program, The College Board, College-Bound Seniors, 1985, (State Reports), Educational Testing Service: Princeton, New Jersey, 1985.*

SAT Math Scores—Male/Female Differences

State	Male	Female	Difference	Rank*
Hawaii	493	462	31	1
New Mexico	539	505	34	2
North Carolina	455	418	37	3
Wyoming	558	521	37	4
Kentucky	548	509	39	5
Florida	484	444	40	6
South Carolina	446	406	40	7
Virginia	494	454	40	8
Georgia	460	419	41	9
Maine	488	446	42	10
Massachusetts	493	451	42	11
Pennsylvania	487	445	42	12
Vermont	500	458	42	13
West Virginia	527	485	42	14
Tennessee	541	498	43	15
Indiana	483	439	44	16
Kansas	571	527	44	17
New Jersey	486	442	44	18
Connecticut	499	454	45	19
Minnesota	559	514	45	20
Nevada	503	458	45	21
Arizona	535	489	46	22
New York	497	451	46	23
Texas	483	437	46	24
Washington	532	486	46	25
Ohio	527	480	47	26
Oregon	510	462	48	27
Rhode Island	491	443	48	28
Delaware	500	451	49	29
New Hampshire	514	465	49	30
Alabama	538	488	50	31
California	506	456	50	32
D.C.	460	410	50	33
Iowa	599	549	50	34
Maryland	501	451	50	35
Missouri	543	493	50	36
Wisconsin	559	509	50	37
Colorado	547	496	51	38
Alaska	506	454	52	39
Illinois	548	495	53	40
Louisiana	530	477	53	41
Oklahoma	557	503	54	42
South Dakota	603	546	57	43
Arkansas	545	487	58	44
Idaho	540	482	58	45
Michigan	547	488	59	46
Montana	579	518	61	47
Utah	572	509	63	48
Mississippi	559	493	66	49
Nebraska	582	514	68	50
North Dakota	600	530	70	51
U.S. Average	**499**	**452**	**47**	

**All ties ranked alphabetically.*

SOURCE: Admissions Testing Program, The College Board, College-Bound Seniors, 1985, (State Reports), Educational Testing Service: Princeton, New Jersey, 1985.

SAT Verbal Scores for Female Seniors

State	Verbal Score	Rank*
South Dakota	530	1
Iowa	516	2
North Dakota	512	3
Kansas	499	4
Utah	494	5
Kentucky	491	6
Wyoming	491	7
Oklahoma	490	8
Nebraska	487	9
Tennessee	485	10
New Mexico	484	11
Montana	482	12
Minnesota	477	13
Arkansas	476	14
Alabama	474	15
Mississippi	474	16
Wisconsin	474	17
Colorado	469	18
Arizona	468	19
Idaho	466	20
Missouri	466	21
West Virginia	465	22
Washington	463	23
Louisiana	462	24
Illinois	458	25
Michigan	455	26
Ohio	454	27
New Hampshire	443	28
Alaska	442	29
Nevada	441	30
Oregon	441	31
Delaware	440	32
Vermont	440	33
Connecticut	436	34
Virginia	432	35
Maine	430	36
Massachusetts	429	37
Maryland	428	38
Pennsylvania	426	39
Rhode Island	422	40
New York	421	41
New Jersey	420	42
California	419	43
Florida	416	44
Texas	412	45
Indiana	411	46
D.C.	399	47
Hawaii	398	48
Georgia	393	49
North Carolina	393	50
South Carolina	384	51
U.S. Average	**425**	

*All ties ranked alphabetically.

SOURCE: *Admissions Testing Program, The College Board, College-Bound Seniors, 1985, (State Reports), Educational Testing Service: Princeton, New Jersey, 1985.*

SAT Verbal Scores—Male/Female Differences

State	Male	Female	Difference	Rank*
Kentucky	491	491	0	1
Nevada	442	441	1	2
New Mexico	485	484	1	3
North Dakota	514	512	2	4
Vermont	442	440	2	5
Maine	434	430	4	6
Pennsylvania	431	426	5	7
Washington	468	463	5	8
West Virginia	470	465	5	9
Hawaii	404	398	6	10
Oregon	447	441	6	11
Virginia	438	432	6	12
Wisconsin	480	474	6	13
South Dakota	537	530	7	14
Connecticut	444	436	8	15
Kansas	507	499	8	16
Minnesota	485	477	8	17
Tennessee	493	485	8	18
Wyoming	499	491	8	19
Alaska	451	442	9	20
Arkansas	485	476	9	21
Colorado	478	469	9	22
Delaware	449	440	9	23
Indiana	420	411	9	24
Iowa	525	516	9	25
Massachusetts	438	429	9	26
New Jersey	429	420	9	27
Arizona	478	468	10	28
Florida	427	416	11	29
North Carolina	404	393	11	30
Ohio	465	454	11	31
California	431	419	12	32
New York	433	421	12	33
Georgia	406	393	13	34
Idaho	479	466	13	35
New Hampshire	456	443	13	36
Alabama	488	474	14	37
Maryland	442	428	14	38
Oklahoma	504	490	14	39
Rhode Island	436	422	14	40
Texas	426	412	14	41
South Carolina	399	384	15	42
Missouri	483	466	17	43
Illinois	477	458	19	44
Nebraska	506	487	19	45
Montana	502	482	20	46
D.C.	422	399	23	47*
Louisiana	485	462	23	48
Michigan	478	455	23	49
Mississippi	504	474	30	50
Utah	526	494	32	51
U.S. Average	**437**	**425**	**12**	

**All ties ranked alphabetically.*

SOURCE: Admissions Testing Program, The College Board, College-Bound Seniors, 1985, (State Reports), Educational Testing Service: Princeton, New Jersey, 1985.

Master's Degree Goal—Female High School Seniors

State*	Female	Rank**
Utah	32.5%	1
Arizona	31.8%	2
Michigan	31.7%	3
California	30.3%	4
Arkansas	30.2%	5
Colorado	30.1%	6
Kentucky	30.1%	7
New Mexico	30.1%	8
Nevada	30.0%	9
Illinois	29.9%	10
Alabama	29.7%	11
Oklahoma	29.6%	12
Wyoming	29.3%	13
Louisiana	29.1%	14
Wisconsin	29.1%	15
Missouri	28.9%	16
Washington	28.8%	17
Minnesota	28.0%	18
Mississippi	28.7%	19
Idaho	28.5%	20
Nebraska	28.5%	21
Montana	27.7%	22
Hawaii	27.6%	23
Iowa	26.8%	24
D.C.	26.6%	25
Ohio	26.6%	26
Tennessee	26.4%	27
Florida	26.2%	28
New York	26.1%	29
Oregon	25.9%	30
Maryland	25.7%	31
Texas	25.3%	32
Rhode Island	25.2%	33
Alaska	25.0%	34
Connecticut	25.0%	35
Virginia	24.4%	36
New Jersey	24.3%	37
Massachusetts	24.1%	38
Georgia	23.0%	39
Indiana	23.0%	40
North Carolina	21.9%	41
New Hampshire	21.7%	42
South Carolina	21.5%	43
Delaware	21.1%	44
Pennsylvania	20.6%	45
Vermont	18.2%	46
Maine	17.3%	47
U.S. Average	26.66	

*Information not available for states not listed.
**All ties ranked alphabetically.
SOURCE: *Admissions Testing Program, The College Board, College-Bound Seniors, 1985, (State Reports), Educational Testing Service: Princeton, New Jersey, 1985.*

Ph.D. Degree Goal—Female High School Seniors

State*	Female	Rank**
Utah	35.5%	1
Mississippi	34.5%	2
Louisiana	33.9%	3
Oklahoma	33.8%	4
Alabama	32.3%	5
Iowa	31.8%	6
Arkansas	31.8%	7
Nebraska	31.4%	8
Tennessee	30.2%	9
Idaho	30.1%	10
New Mexico	29.6%	11
Kentucky	29.6%	12
Arizona	28.5%	13
Michigan	28.4%	14
Wyoming	27.3%	15
Illinois	26.4%	16
Nevada	25.2%	17
Colorado	23.8%	18
Missouri	23.3%	19
Montana	23.2%	20
Minnesota	23.0%	21
Wisconsin	22.2%	22
D.C.	21.9%	23
Ohio	21.6%	24
California	21.0%	25
Florida	20.5%	26
Washington	20.0%	27
Texas	19.7%	28
Maryland	19.2%	29
New York	18.6%	30
New Jersey	17.3%	31
Delaware	16.2%	32
Georgia	15.5%	33
Oregon	15.4%	34
Virginia	15.3%	35
South Carolina	15.0%	36
Rhode Island	14.7%	37
Pennsylvania	14.7%	38
Alaska	14.5%	39
Indiana	14.4%	40
Hawaii	13.7%	41
North Carolina	13.3%	42
Connecticut	13.0%	43
New Hampshire	12.7%	44
Massachusetts	12.3%	45
Maine	12.1%	46
Vermont	10.3%	47
U.S. Average	**18.3**	

*Information not available for states not listed.
**All ties ranked alphabetically.
SOURCE: Admissions Testing Program, The College Board, College-Bound Seniors, 1985, (State Reports), Educational Testing Service: Princeton, New Jersey, 1985.

Physical Science
Intended Area of Study for Female High School Seniors

State*	Percent Female	Rank**
Wyoming	17.3%	1
D.C.	17.2%	2
Alabama	16.6%	3
New Mexico	16.6%	4
Mississippi	16.1%	5
Arkansas	14.8%	6
Louisiana	14.2%	7
Michigan	14.0%	8
Hawaii	13.5%	9
Kentucky	13.5%	10
South Carolina	13.4%	11
Maryland	13.1%	12
Montana	12.6%	13
North Carolina	12.6%	14
Oklahoma	12.6%	15
Georgia	12.2%	16
Idaho	12.2%	17
Nevada	12.1%	18
Tennessee	12.1%	19
Virginia	11.8%	20
Arizona	11.7%	21
Missouri	11.7%	22
Utah	11.6%	23
Colorado	11.2%	24
Iowa	11.2%	25
Ohio	11.1%	26
New York	10.8%	27
Delaware	10.6%	28
Florida	10.6%	29
Minnesota	10.5%	30
Nebraska	10.4%	31
California	10.3%	32
Texas	10.2%	33
New Jersey	9.9%	34
Wisconsin	9.6%	35
Illinois	9.5%	36
Pennsylvania	9.4%	37
Washington	9.1%	38
Rhode Island	8.9%	39
Alaska	8.8%	40
Connecticut	8.7%	41
Massachusetts	8.7%	42
Vermont	8.5%	43
Indiana	8.2%	44
New Hampshire	7.9%	45
Maine	7.7%	46
Oregon	6.4%	47
U.S. Average	10.6%	

*Information not available for states not listed.
**All ties ranked alphabetically.
SOURCE: Admissions Testing Program, The College Board, College-Bound Seniors, 1985, (State Reports), Educational Testing Service: Princeton, New Jersey, 1985.

Physical Science
Intended Area of Study for Male and Female High School Seniors

State*	Male	Female	Difference	Rank**
D.C.	32.0	17.2	14.8%	1
Georgia	32.1	12.2	19.9%	2
New Jersey	30.7	9.9	20.8%	3
Virginia	33.4	11.8	21.6%	4
South Carolina	35.1	13.4	21.7%	5
Texas	32.0	10.2	21.8%	6
Florida	33.0	10.6	22.4%	7
Illinois	32.1	9.5	22.6%	8
Maryland	35.7	13.1	22.6%	9
Conneticut	31.6	8.7	22.9%	10
Delaware	33.5	10.6	22.9%	11
North Carolina	35.5	12.6	22.9%	12
New York	33.8	10.8	23.0%	13
Massachusetts	31.7	8.7	23.0%	14
Tennessee	35.2	12.1	23.1%	15
Missouri	34.9	11.7	23.2%	16
Louisiana	37.7	14.2	23.5%	17
Wyoming	40.9	17.3	23.6%	18
Hawaii	37.1	13.5	23.6%	19
Pennsylvania	33.1	9.4	23.7%	20
California	34.1	10.3	23.8%	21
Alabama	40.6	16.6	24.0%	22
Indiana	32.2	8.2	24.0%	23
Rhode Island	33.0	8.9	24.1%	24
Michigan	38.3	14.0	24.3%	25
Minnesota	34.8	10.5	24.3%	26
New Hampshire	32.3	7.9	24.4%	27
Ohio	35.9	11.1	24.8%	28
Oklahoma	37.5	12.6	24.9%	29
Nevada	37.2	12.1	25.1%	30
Maine	33.0	7.7	25.3%	31
Arizona	37.1	11.7	25.4%	32
New Mexico	42.7	16.6	26.1%	33
Alaska	35.2	8.8	26.4%	34
Utah	38.1	11.6	26.5%	35
Kentucky	40.2	13.5	26.7%	36
Arkansas	41.6	14.8	26.8%	37
Oregon	33.3	6.4	26.9%	38
Washington	36.6	9.1	27.5%	39
Wisconsin	37.7	9.6	28.1%	40
Colorado	39.5	11.2	28.3%	41
Mississippi	44.8	16.1	28.7%	42
Iowa	40.3	11.2	29.1%	43
Vermont	38.0	8.5	29.5%	44
Idaho	42.4	12.2	30.2%	45
Nebraska	40.9	10.4	30.5%	46
Montana	44.7	12.6	32.1%	47
U.S. Average	**34.1**	**10.6**	**23.5%**	

**Information not available for states not listed.*
***All ties ranked alphabetically.*
SOURCE: Admissions Testing Program, The College Board, College-Bound Seniors, 1985, (State Reports), Educational Testing Service: Princeton, New Jersey, 1985.

Full-Time Enrollment in Public Colleges and Universities

State	Total Male	Total Female	Percent Female	Rank*
Delaware	6955	8431	54.80%	1
Vermont	5261	6130	53.81%	2
Rhode Island	6347	7195	53.13%	3
New Hampshire	7177	8097	53.01%	4
Hawaii	8063	9013	52.78%	5
New York	95050	105676	52.65%	6
Connecticut	17308	18924	52.23%	7
Maryland	31686	33109	51.10%	8
Virginia	50408	52408	50.97%	9
New Jersey	38178	39177	50.65%	10
North Carolina	47159	47651	50.26%	11
Alaska	2689	2681	49.93%	12
Massachusetts	35395	35244	49.89%	13
D.C.	2431	2420	49.89%	14
California	169189	166723	49.63%	15
Alabama	37489	36510	49.34%	16
South Carolina	25426	24708	49.28%	17
Arkansas	20258	19531	49.09%	18
Kentucky	31874	30524	48.92%	19
Mississippi	21484	20566	48.91%	20
Maine	9039	8634	48.85%	21
Louisiana	50897	48236	48.66%	22
Georgia	40290	37988	48.53%	23
Indiana	53567	50287	48.42%	24
Tennessee	37763	35363	48.36%	25
Wisconsin	60639	56698	48.32%	26
Pennsylvania	73135	67825	48.12%	27
Florida	45356	42062	48.12%	28
Michigan	84810	77839	47.86%	29
Missouri	41984	38530	47.86%	30
Minnesota	41214	37631	47.73%	31
Arizona	29921	26880	47.32%	32
Ohio	96185	86343	47.30%	33
Illinois	72139	63776	46.92%	34
West Virginia	20784	18334	46.87%	35
Colorado	40128	35367	46.85%	36
Washington	35099	30834	46.77%	37
Texas	138291	121177	46.70%	38
New Mexico	16770	14583	46.51%	39
Nevada	5769	5009	46.47%	40
Nebraska	19770	16958	46.17%	41
South Dakota	9626	8239	46.12%	42
Kansas	30581	26058	46.01%	43
Oregon	24385	20416	45.57%	44
North Dakota	12020	9960	45.31%	45
Oklahoma	34541	28446	45.16%	46
Montana	12755	10347	44.79%	47
Iowa	30617	23872	43.81%	48
Idaho	10789	8289	43.45%	49
Wyoming	4919	3595	42.22%	50
Utah	18830	13324	41.44%	51
Total/U.S. Average	**1880078**	**1749197**	**48.20%**	

*All ties ranked alphabetically.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities," NCES: Washington, DC, 1984.

Part-Time Enrollment in Public Colleges and Universities

State	Total Men	Total Women	Percent Women	Rank*
Arkansas	5332	9133	63.14%	1
West Virginia	7351	12164	62.33%	2
South Carolina	6997	11535	62.24%	3
Maine	4266	6841	61.59%	4
Louisiana	16126	25140	60.92%	5
Mississippi	4363	6612	60.25%	6
Vermont	1480	2222	60.02%	7
Rhode Island	3491	5157	59.63%	8
Kentucky	10732	15830	59.60%	9
New Mexico	7690	11336	59.58%	10
Alaska	2388	3502	59.46%	11
New Hampshire	2255	3290	59.33%	12
Nebraska	7435	10328	58.14%	13
New York	50580	70142	58.10%	14
South Dakota	2585	3573	58.02%	15
Virginia	15195	20426	57.34%	16
Minnesota	19384	25877	57.17%	17
Indiana	23205	30969	57.17%	18
Connecticut	9507	12613	57.02%	19
Idaho	4538	6014	56.99%	20
Nevada	4275	5617	56.78%	21
Kansas	11798	15415	56.65%	22
North Carolina	13539	17580	56.49%	23
Wisconsin	15213	19334	55.96%	24
Oklahoma	12329	15655	55.94%	25
North Dakota	2267	2878	55.94%	26
Georgia	15172	19256	55.93%	27
Illinois	21457	27221	55.92%	28
New Jersey	25029	31705	55.88%	29
Missouri	13777	17448	55.88%	30
Tennessee	13488	17080	55.88%	31
Montana	2736	3438	55.69%	32
D.C.	3822	4777	55.55%	33
Wyoming	702	871	55.37%	34
Delaware	2196	2710	55.24%	35
Florida	25414	30873	54.85%	36
Texas	55475	67032	54.72%	37
Michigan	28791	34399	54.44%	38
Oregon	6296	7496	54.35%	39
Pennsylvania	20721	24440	54.12%	40
Maryland	17389	20400	53.98%	41
Colorado	11869	13567	53.34%	42
Massachusetts	17678	20202	53.33%	43
Iowa	7188	8205	53.30%	44
California	59826	68009	53.20%	45
Washington	6039	6834	53.09%	46
Hawaii	3087	3470	52.92%	47
Ohio	36181	40654	52.91%	48
Arizona	12630	13238	51.18%	49
Alabama	13938	14515	51.01%	50
Utah	9155	7462	44.91%	51
Total/U.S. Average	**694506**	**874492**	**55.74%**	

**All ties ranked alphabetically.*

SOURCE: *U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities," NCES: Washington, DC, 1984.*

Bachelor's Degrees Awarded

State	Men	Women	Percent	Rank*
Delaware	1409	1915	57.61%	1
Alaska	294	391	57.08%	2
D.C.	3052	3722	54.95%	3
Mississippi	4079	4908	54.61%	4
Virginia	10793	12903	54.45%	5
Maryland	7283	8609	54.17%	6
Maine	2303	2679	53.77%	7
Vermont	1805	2097	53.74%	8
Massachusetts	18715	21430	53.38%	9
New Jersey	11275	12793	53.15%	10
Hawaii	1581	1789	53.09%	11
Connecticut	6329	6979	52.44%	12
North Carolina	12011	13214	52.38%	13
Minnesota	9797	10758	52.34%	14
Kentucky	5611	6106	52.11%	15
Rhode Island	3688	4013	52.11%	16
New York	41952	45135	51.83%	17
South Carolina	5971	6416	51.80%	18
Arkansas	3588	3843	51.72%	19
Alabama	7687	8222	51.68%	20
Georgia	8581	9160	51.63%	21
Nebraska	3988	4163	51.07%	22
Texas	27132	28145	50.92%	23
California	43217	44466	50.71%	24
Wisconsin	11801	12026	50.47%	25
Tennessee	8560	8658	50.28%	26
Pennsylvania	28057	28280	50.20%	27
Illinois	23744	23646	49.90%	28
Louisiana	8031	7989	49.87%	29
New Hampshire	3170	3146	49.81%	30
Iowa	7457	7397	49.80%	31
Ohio	21432	21102	49.61%	32
Kansas	6220	6115	49.57%	33
Washington	9071	8914	49.56%	34
North Dakota	2055	2017	49.53%	35
Missouri	11743	11338	49.12%	36
New Mexico	2247	2168	49.11%	37
Oklahoma	6440	6158	48.88%	38
Michigan	20110	19134	48.76%	39
West Virginia	3937	3739	48.71%	40
Colorado	7672	7214	48.46%	41
Oregon	5747	5357	48.24%	42
Arizona	5885	5485	48.24%	43
Indiana	13562	12439	47.84%	44
Nevada	1018	931	47.77%	45
Florida	15768	14334	47.62%	46
Montana	2240	1954	46.59%	47
South Dakota	2185	1904	46.56%	48
Wyoming	819	668	44.92%	49
Idaho	1730	1356	43.94%	50
Utah	6078	4338	41.65%	51
Total/U.S. Average	**478920**	**491663**	**50.66%**	

All ties ranked alphabetically.

SOURCE: *U.S. Department of Education, Center for Statistics, "Survey of Earned Degrees Conferred," USED: Washington, DC, 1984.*

Master's Degrees Awarded

State	Men	Women	Percent	Rank
Nevada	177	275	60.84%	1
Kentucky	1467	2153	59.48%	2
South Carolina	1255	1740	58.10%	3
Louisiana	1683	2234	57.03%	4
Vermont	367	482	56.77%	5
Mississippi	893	1169	56.69%	6
Georgia	2749	3540	56.29%	7
North Carolina	2365	2991	55.84%	8
West Virginia	860	1085	55.78%	9
Tennessee	1693	2108	55.46%	10
Virginia	2389	2913	54.94%	11
Kansas	1338	1621	54.78%	12
Alaska	116	136	53.97%	13
New York	14588	17019	53.85%	14
Arkansas	803	914	53.23%	15
Hawaii	475	533	52.88%	16
Nebraska	742	821	52.53%	17
Oklahoma	1667	1826	52.28%	18
Alabama	1959	2142	52.23%	19
Indiana	3351	3622	51.94%	20
Maryland	2430	2586	51.56%	21
Connecticut	2848	2985	51.17%	22
Colorado	2028	2056	50.34%	23
Oregon	1407	1420	50.23%	24
Maine	246	247	50.10%	25
Delaware	285	285	50.00%	26
New Mexico	874	868	49.83%	27
Ohio	6346	6284	49.75%	28
Wisconsin	2663	2612	49.52%	29
New Jersey	3435	3366	49.49%	30
Florida	3913	3702	48.61%	31
Texas	8703	8222	48.58%	32
D.C.	2679	2477	48.04%	33
Illinois	8813	8075	47.82%	34
Pennsylvania	6810	6222	47.74%	35
Arizona	2250	2038	47.53%	36
Massachusetts	7098	6419	47.49%	37
Minnesota	2120	1912	47.42%	38
North Dakota	295	265	47.32%	39
Washington	2097	1826	46.55%	40
Iowa	1431	1212	45.86%	41
California	17237	14508	45.70%	42
Michigan	6884	5784	45.66%	43
Rhode Island	842	682	44.75%	44
Missouri	4023	3058	43.19%	45
South Dakota	419	300	41.72%	46
New Hampshire	729	506	40.97%	47
Montana	381	262	40.75%	48
Wyoming	205	134	39.53%	49
Idaho	372	230	38.21%	50
Utah	1438	800	35.75%	51
Total/U.S. Average	**688280**	**671325**	**49.38%**	

SOURCE: U.S. Department of Education, Center for Statistics, "Survey of Earned Degrees Conferred," USED: Washington, DC, 1984.

Ph.D. Degrees Awarded

State	Men	Women	Percent	Rank
Vermont	17	22	56.41%	1
Nevada	14	15	51.72%	2
Alabama	145	122	45.69%	3
D.C.	306	225	42.37%	4
Maryland	380	277	42.16%	5
New Mexico	105	69	39.66%	6
South Carolina	127	81	38.94%	7
Tennessee	384	240	38.46%	8
New York	2039	1270	38.38%	9
Connecticut	324	191	37.09%	10
Florida	661	383	36.69%	11
Ohio	956	516	35.05%	12
Oregon	299	161	35.00%	13
Georgia	387	208	34.96%	14
Texas	1183	628	34.68%	15
West Virginia	74	39	34.51%	16
New Jersey	465	244	34.41%	17
Michigan	910	477	34.39%	18
Pennsylvania	1222	636	34.23%	19
Oklahoma	274	141	33.98%	20
Massachusetts	1216	624	33.91%	21
Colorado	434	221	33.74%	22
Rhode Island	119	60	33.52%	23
Delaware	2	1	33.33%	24
Kansas	254	126	33.16%	25
North Carolina	521	248	32.25%	26
Mississippi	230	109	32.15%	27
North Dakota	32	15	31.91%	28
Washington	376	174	31.64%	29
Montana	80	37	31.62%	30
Virginia	452	204	31.10%	31
Wisconsin	512	230	31.00%	32
Arizona	300	134	30.88%	33
California	2794	1247	30.86%	34
Illinois	1338	572	29.95%	35
Indiana	705	301	29.92%	36
Iowa	391	161	29.17%	37
Missouri	448	184	29.11%	38
Minnesota	421	172	29.01%	39
Arkansas	93	37	28.46%	40
Wyoming	40	15	27.27%	41
Hawaii	74	27	26.73%	42
Louisiana	181	63	25.82%	43
South Dakota	35	12	25.53%	44
Utah	277	94	25.34%	45
Kentucky	210	69	24.73%	46
Maine	19	6	24.00%	47
Nebraska	174	52	23.01%	48
New Hampshire	45	13	22.41%	49
Idaho	40	9	18.37%	50
Alaska	5	1	16.67%	51
Total/U.S. Average	**22090**	**11163**	**33.57%**	

SOURCE: U.S. Department of Education, Center for Statistics, "Survey of Earned Degrees Conferred," USED: Washington, DC, 1984.

Agriculture—Occupational Preparation Program*

State	Total	Total Male	Total Female	Percent Female	Rank**
Pennsylvania	4828	2115	2713	56.19%	1
Georgia	359	183	176	49.03%	2
Oklahoma***	929	485	445	47.85%	3
Michigan	1955	1021	934	47.77%	4
Massachusetts	2852	1561	1291	45.27%	5
Maryland***	546	302	243	44.59%	6
New Jersey	818	454	364	44.50%	7
New Mexico	73	41	32	43.84%	8
Oregon	192	108	84	43.75%	9
Colorado***	203	117	87	42.65%	10
Wyoming	38	23	15	39.47%	11
Arkansas	324	197	127	39.20%	12
Rhode Island	13	8	5	38.46%	13
Texas	924	573	351	37.99%	14
Louisiana	253	158	95	37.55%	15
Kentucky	777	493	284	36.55%	16
Florida	1320	855	465	35.23%	17
Delaware	97	63	34	35.05%	18
Washington	87	57	30	34.48%	19
Ohio***	6190	4101	2088	33.74%	20
California***	5183	3507	1675	32.32%	21
New York***	2458	1705	754	30.66%	22
Wisconsin***	559	404	154	27.60%	23
South Carolina***	933	685	248	26.58%	24
Idaho	54	40	14	25.93%	25
North Carolina	20	15	5	25.00%	26
Illinois***	516	389	126	24.47%	27
Missouri***	2867	2215	653	22.77%	28
Indiana***	1109	879	229	20.67%	29
Tennessee***	918	732	187	20.35%	30
Alabama	2157	1744	413	19.15%	31
Virginia***	869	713	155	17.86%	32
West Virginia	971	805	166	17.10%	33
Maine***	150	127	24	15.89%	34
New Hampshire	19	16	3	15.79%	35
Mississippi	3235	2759	476	14.71%	36
South Dakota***	404	344	59	14.64%	37
Utah	49	42	7	14.29%	38
Kansas***	649	568	82	12.62%	39
Vermont	73	64	9	12.33%	40
Minnesota***	2202	1934	270	12.25%	41
Montana	103	92	11	10.68%	42
Iowa	42	39	3	7.14%	43
North Dakota	189	179	10	5.29%	44
D.C.***	78	73	2	2.67%	45
Total/U.S. Average	**48585**	**32985**	**15598**	**32.11%**	

States not listed do not offer this program in the area vocational centers.
**All ties ranked alphabetically.*
***Office for Civil Rights reported total does not agree with the computed total.*
SOURCE: U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

Construction Trades—Occupational Preparation Program*

State	Total	Total Male	Total Female	Percent Female	Rank**
North Dakota	245	219	26	10.61%	1
Mississippi***	2704	2456	247	9.14%	2
Louisiana***	2346	2175	172	7.33%	3
Colorado***	655	621	43	6.48%	4
California	2882	2706	176	6.11%	5
Georgia***	1216	1145	70	5.76%	6
Missouri***	2478	2344	135	5.45%	7
Kansas	1102	1043	59	5.35%	8
New York	8126	7693	433	5.33%	9
Arkansas***	479	453	25	5.23%	10
Tennessee***	2113	2016	106	5.00%	11
Montana	327	312	16	4.88%	12
New Mexico	367	350	17	4.63%	13
Pennsylvania***	12336	11786	551	4.47%	14
New Jersey***	7250	6990	324	4.43%	15
Nebraska***	3767	3601	165	4.38%	16
Oklahoma***	3767	3601	165	4.38%	17
North Carolina	275	263	12	4.36%	18
Connecticut***	3207	3068	138	4.30%	19
South Dakota	260	249	11	4.23%	20
Wisconsin	197	189	8	4.06%	21
Kentucky***	5932	5697	230	3.88%	22
South Carolina	5287	5082	205	3.88%	23
D.C.***	285	274	11	3.86%	24
Indiana***	1703	1638	64	3.76%	25
Florida***	3361	3239	122	3.63%	26
Washington	441	425	16	3.63%	27
Alabama***	3648	3518	129	3.54%	28
Maine***	909	880	31	3.40%	29
Virginia***	3455	3345	111	3.21%	30
Maryland***	3084	2993	88	2.86%	31
Illinois	1309	1277	32	2.44%	32
Minnesota***	2765	2699	67	2.42%	33
Michigan***	3115	3046	70	2.25%	34
Ohio***	4581	4487	93	2.03%	35
Delaware	996	976	20	2.01%	36
Utah	162	159	3	1.85%	37
West Virginia***	3026	2970	46	1.53%	38
Texas***	1223	1204	16	1.31%	39
Iowa	262	260	2	0.76%	40
Rhode Island	423	420	3	0.71%	41
Arizona	157	156	1	0.64%	42
New Hampshire	218	217	1	0.46%	43
Alaska	26	26	0	0.00%	44
Idaho	16	16	0	0.00%	45
Nevada	35	35	0	0.00%	46
Oregon	72	72	0	0.00%	47
Vermont	55	55	0	0.00%	48
Wyoming	27	27	0	0.00%	49
Total/U.S. Average	**102733**	**98473**	**4260**	**4.15%**	

*States not listed do not offer this program in the area vocational centers.
**All ties ranked alphabetically.
***Office for Civil Rights reported total does not agree with the computed total.
SOURCE: U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

Communication Technologies—Occupational Preparation Program*

State	Total	Total Male	Total Female	Percent Female	Rank
Maryland	25	3	22	88.00%	1
Mississippi	29	7	22	75.86%	2
Delaware	69	31	38	55.07%	3
Nevada	32	15	17	53.13%	4
D.C.**	75	36	38	51.35%	5
Texas**	33	16	16	50.00%	6
Pennsylvania**	186	100	87	46.52%	7
Iowa	49	27	22	44.90%	8
Michigan**	60	34	27	44.26%	9
Arkansas	25	14	11	44.00%	10
New York**	255	149	108	42.02%	11
Minnesota**	142	93	50	34.97%	12
Louisiana	40	27	13	32.50%	13
California**	531	362	170	31.95%	14
Georgia	82	58	24	29.27%	15
Florida**	172	122	49	28.65%	16
Indiana	123	88	35	28.46%	17
Ohio	397	290	107	26.95%	18
Washington	273	212	61	22.34%	19
Virginia**	12	8	2	20.00%	20
Arizona	48	39	9	18.75%	21
New Jersey	54	47	7	12.96%	22
Kansas	95	90	5	5.26%	23
Illinois	7	7	0	0.00%	24
Wisconsin	37	37	0	0.00%	25
Total/U.S. Average	**2851**	**1912**	**940**	**32.96%**	

*States not listed do not offer this program in the area vocational centers.
**Office for Civil Rights reported total does not agree with the computed total.
SOURCE: U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

Engineering—Occupational Preparation Program*

State	Total	Total Male	Total Female	Percent Female	Rank
New York**	8467	5121	3328	39.39%	1
Illinois**	343	256	86	25.15%	2
Iowa	59	46	13	22.03%	3
Michigan	71	59	13	18.06%	4
California**	5370	4489	878	16.36%	5
Connecticut	765	641	123	16.10%	6
North Carolina	66	56	10	15.15%	7
New Mexico	1745	1495	250	14.33%	8
Utah	277	238	39	14.08%	9
Delaware	196	169	27	13.78%	10
Indiana	341	295	46	13.49%	11
Massachusetts	4619	4000	619	13.40%	12
Oklahoma	1880	1632	248	13.19%	13
Colorado**	1859	1624	234	12.59%	14
Louisiana	638	558	80	12.54%	15
Maryland	157	138	19	12.10%	16
Pennsylvania	7467	6581	886	11.87%	17
Georgia	4106	3649	457	11.13%	18
Tennessee**	1913	1709	205	10.71%	19
Arkansas**	964	882	83	8.60%	20
South Carolina	1101	1018	83	7.54%	21
Texas	261	242	19	7.28%	22
Virginia	831	771	60	7.22%	23
Alaska	14	13	1	7.14%	24
Washington	846	786	60	7.09%	25
Rhode Island	285	265	20	7.02%	26
Alabama**	2006	1868	140	6.97%	27
Florida	2915	2712	203	6.96%	28
Maine	404	376	28	6.93%	29
Arizona	188	175	13	6.91%	30
New Jersey**	3213	2999	215	6.69%	31
Kansas**	832	779	52	6.26%	32
Kentucky	527	495	32	6.07%	33
Minnesota**	4564	4305	268	5.86%	34
Idaho	93	88	5	5.38%	35
Wisconsin	942	892	50	5.31%	36
D.C.	228	217	11	4.82%	37
Montana	147	140	7	4.76%	38
North Dakota	275	262	13	4.73%	39
West Virginia**	1844	1763	79	4.29%	40
Oregon	265	254	11	4.15%	41
Missouri	475	457	18	3.79%	42
Ohio	2238	2164	74	3.31%	43
South Dakota	356	346	10	2.81%	44
Wyoming	50	49	1	2.00%	45
New Hampshire	88	88	0	0.00%	46
Total/U.S. Average	**66291**	**57162**	**9117**	**13.76%**	

States not listed do not offer this program in the area vocational centers.
***Office for Civil Rights reported total does not agree with the computed total.*
SOURCE: U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

Industrial Arts—Occupational Preparation Program*

State	Total	Total Male	Total Female	Percent Female	Rank
Missouri	121	4	117	96.69%	1
South Carolina**	124	22	103	82.40%	2
Virginia	23	12	11	47.83%	3
Tennessee	895	515	380	42.46%	4
Massachusetts**	409	260	148	36.27%	5
New Jersey	274	185	89	32.48%	6
Connecticut**	1252	924	327	26.14%	7
Louisiana	92	92	0	0.00%	8
Total/U.S. Average	**3190**	**2014**	**1175**	**36.83%**	

*States not listed do not offer this program in the area vocational centers.
**Office for Civil Rights reported total does not agree with the computed total.
SOURCE: U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

Mechanics and Repairer—Occupational Preparation Program*

State	Total	Total Male	Total Female	Percent Female	Rank**
Oregon***	106	95	11	10.38%	1
California	13154	11983	1170	8.90%	2
Utah	478	439	39	8.16%	3
Connecticut	3286	3037	249	7.58%	4
Kansas***	4304	4010	295	6.85%	5
Illinois***	6630	6183	448	6.76%	6
New Mexico	788	737	51	6.47%	7
Tennessee***	7490	7064	427	5.70%	8
Massachusetts	4253	4013	240	5.64%	9
Texas***	2473	2349	125	5.05%	10
South Dakota***	868	829	42	4.82%	11
Michigan***	8478	8091	389	4.59%	12
Colorado***	1941	1863	89	4.56%	13
Wisconsin***	908	869	41	4.51%	14
Florida***	8857	8467	389	4.39%	15
Oklahoma	7723	7385	338	4.38%	16
New Jersey***	7871	7510	341	4.34%	17
D.C.	687	659	28	4.08%	18
Wyoming	99	95	4	4.04%	19
North Carolina	207	199	8	3.86%	20
Montana	1069	1029	40	3.74%	21
Alabama	6639	6400	239	3.60%	22
New York***	19760	19053	706	3.57%	23
Washington***	1552	1498	55	3.54%	24
Louisiana	8115	7828	287	3.54%	25
Kentucky***	9966	9610	342	3.44%	26
Arkansas	2500	2415	85	3.40%	27
Mississippi	2652	2564	88	3.32%	28
Nevada	212	205	7	3.30%	29
Missouri***	6669	6460	217	3.25%	30
Maryland***	3847	3729	116	3.02%	31
West Virginia***	4882	4742	146	2.99%	32
Alaska	68	66	2	2.94%	33
Delaware	1077	1046	31	2.88%	34
Vermont	106	103	3	2.83%	35
Ohio***	9512	9244	267	2.81%	36
Idaho	215	209	6	2.79%	37
Georgia***	3691	3589	103	2.79%	38
Virginia	5332	5185	147	2.76%	39
Minnesota***	8584	8366	233	2.71%	40
Maine	1323	1289	34	2.57%	41
New Hampshire	362	353	9	2.49%	42
Rhode Island	778	759	19	2.44%	43
Pennsylvania***	13412	14644	355	2.37%	44
South Carolina***	4937	4823	115	2.33%	45
North Dakota	491	480	11	2.24%	46
Iowa***	435	429	8	1.83%	47
Indiana	3719	3653	66	1.77%	48
Arizona***	2142	2106	30	1.40%	49
Total/U.S. Average	**204648**	**197754**	**8491**	**4.12%**	

States not listed do not offer this program in the area vocational centers.

**All ties ranked alphabetically.*

***Office for Civil Rights reported total does not agree with computed total.*

SOURCE: U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

Protective Services—Occupational Preparation Program*

State	Total	Total Male	Total Female	Percent Female	Rank**
Oklahoma	54	31	23	42.59%	1
Ohio	412	270	142	34.47%	2
New York	294	195	99	33.67%	3
Michigan	129	87	42	32.56%	4
Arizona	51	35	16	31.37%	5
Utah	20	14	6	30.00%	6
California	2007	1529	478	23.82%	7
Pennsylvania***	446	341	106	23.71%	8
Florida	6034	5351	683	11.32%	9
Washington	86	77	9	10.47%	10
Louisiana***	73	64	7	9.86%	11
Minnesota***	158	145	12	7.64%	12
New Hampshire	64	60	4	6.25%	13
Virginia	17	16	1	5.88%	14
Massachusetts***	125	119	5	4.03%	15
Illinois	9	9	0	0.00%	16
New Mexico	4	4	0	0.00%	17
Wisconsin	11	11	0	0.00%	18
Total/U.S. Average	**9940**	**8358**	**1633**	**16.34%**	

**States not listed do not offer this program in the area vocational centers.*
***All ties ranked alphabetically.*
****Office for Civil Rights reported total does not agree with computed total.*
SOURCE: *U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).*

Precision Production—Occupational Preparation Program*

State	Total	Total Male	Total Female	Percent Female	Rank**
North Dakota	236	167	69	29.24%	1
New Hampshire	423	304	119	28.13%	2
Wyoming	126	93	33	26.19%	3
New York***	9174	6761	2390	26.12%	4
Oklahoma***	3810	2897	911	23.92%	5
Missouri	2923	2286	637	21.79%	6
South Carolina***	3652	2868	785	21.49%	7
Massachusetts	6947	5518	1429	20.57%	8
California	9933	7900	2033	20.47%	9
Florida***	5643	4494	1150	20.38%	10
Arkansas***	2226	1776	449	20.18%	11
Texas	1358	1091	267	19.66%	12
Delaware	538	435	103	19.14%	13
Connecticut	3047	2470	577	18.94%	14
Nebraska	139	113	26	18.71%	15
Nevada	139	113	26	18.71%	16
Maryland***	2375	1941	433	18.24%	17
Iowa***	326	266	59	18.15%	18
Michigan***	6958	5701	1258	18.08%	19
Kansas	2863	2352	511	17.85%	20
Illinois***	5227	4295	931	17.81%	21
Washington***	1004	826	178	17.73%	22
Rhode Island	600	494	106	17.67%	23
Arizona	291	241	50	17.18%	24
Virginia***	3330	2760	571	17.14%	25
D.C.***	317	250	51	16.94%	26
Louisiana***	6291	5246	1046	16.62%	27
New Jersey***	6832	5725	1108	16.22%	28
Pennsylvania	12804	10735	2069	16.16%	29
Ohio***	6828	5739	1088	15.94%	30
Oregon	132	111	21	15.91%	31
Colorado***	1152	988	185	15.77%	32
Minnesota	4198	3540	658	15.67%	33
Georgia***	2461	2085	378	15.35%	34
North Carolina	157	133	24	15.29%	35
Montana***	469	400	70	14.89%	36
Idaho	124	106	18	14.52%	37
Mississippi	2499	2157	342	13.69%	38
Vermont	67	58	9	13.43%	39
New Mexico	776	674	102	13.14%	40
Alabama***	4341	3805	538	12.39%	41
Indiana	2850	2522	328	11.51%	42
Maine***	1318	1169	150	11.37%	43
West Virginia***	2667	2381	284	10.66%	44
Kentucky***	6464	5799	654	10.13%	45
Tennessee***	6929	6242	688	9.93%	46
South Dakota	190	173	17	8.95%	47
Utah	28	26	2	7.14%	48
Wisconsin	632	606	26	4.11%	49
Total/U.S. Average	**143789**	**118832**	**24957**	**21.0%**	

States not listed do not offer this program in the area vocational centers.
**All ties ranked alphabetically.*
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SOURCE: U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

Transportation—Occupational Preparation Program*

State	Total	Total Male	Total Female	Percent Female	Rank**
Pennsylvania***	154	89	66	42.58%	1
Ohio	496	325	171	34.48%	2
California***	457	323	135	29.48%	3
Alaska	10	8	2	20.00%	4
Oklahoma***	90	74	17	18.68%	5
Kansas	411	336	75	18.25%	6
Arkansas	98	82	16	16.33%	7
Michigan	71	60	11	15.49%	8
Tennessee	16	14	2	12.50%	9
Washington	191	168	23	12.04%	10
West Virginia	101	90	11	10.89%	11
Montana***	111	100	10	9.09%	12
Florida***	509	469	39	7.68%	13
Utah	28	26	2	7.14%	14
Virginia***	85	79	5	5.95%	15
Massachusetts***	233	220	12	5.17%	16
Kentucky***	132	124	6	4.62%	17
Connecticut	22	21	1	4.55%	18
Mississippi***	35	33	1	2.94%	19
Missouri***	111	106	3	2.75%	20
Louisiana	366	358	8	2.19%	21
Minnesota	464	454	10	2.16%	22
Colorado	54	53	1	1.85%	23
Maine	57	56	1	1.75%	24
Alabama	9	9	0	0.00%	25
Arizona	22	22	0	0.00%	26
Iowa	22	22	0	0.00%	27
Maryland	29	29	0	0.00%	28
New Jersey	92	92	0	0.00%	29
Total/U.S. Average	**4476**	**3842**	**628**	**14.05%**	

States not listed do not offer this program in the area vocational centers.
**All ties ranked alphabetically.*
***Office for Civil Rights reported total does not agree with the computed total.*
SOURCE: *U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).*

Construction Trades—Apprentice Training*

State	Total	Total Male	Total Female	Percent Female	Rank**
Ohio	61	46	15	24.59%	1
Iowa	10	8	2	20.00%	2
D.C.	25	22	3	12.00%	3
Kentucky***	528	483	51	9.55%	4
Maine	11	10	1	9.09%	5
Illinois	1304	1217	87	6.67%	6
Washington	557	522	35	6.28%	7
West Virginia***	142	135	8	5.59%	8
Massachusetts***	494	469	26	5.25%	9
Virginia***	1304	1246	57	4.37%	10
Oklahoma	1383	1324	59	4.27%	11
Connecticut	1347	1291	56	4.16%	12
Utah	126	121	5	3.97%	13
Florida	1714	1648	66	3.85%	14
Indiana	162	156	6	3.70%	15
Colorado***	1734	1672	64	3.69%	16
Kansas	232	224	8	3.45%	17
Louisiana	1766	1706	60	3.40%	18
Georgia	953	923	30	3.15%	19
Missouri	160	155	5	3.13%	20
Idaho	103	100	3	2.91%	21
Wisconsin***	279	270	8	2.88%	22
California***	2374	2307	68	2.86%	23
Texas	78	76	2	2.56%	24
New Jersey	2604	2538	66	2.53%	25
Arkansas	505	493	12	2.38%	26
New York	264	261	3	1.14%	27
Pennsylvania***	977	966	10	1.02%	28
Minnesota	363	360	3	0.83%	29
Tennessee	425	422	3	0.71%	30
Delaware	27	27	0	0.00%	31
Michigan***	5	6	0	0.00%	32
Mississippi	139	139	0	0.00%	33
North Carolina***	9	8	0	0.00%	34
North Dakota	94	94	0	0.00%	35
Total/U.S. Average	**22259**	**21445**	**822**	**3.69%**	

States not listed do not offer this program in the area vocational centers.
**All ties ranked alphabetically.*
***Office for Civil Rights reported total does not agree with the computed total.*
SOURCE: *U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).*

Engineering—Apprentice Training*

State	Total	Total Male	Total Female	Percent Female	Rank**
Georgia	271	239	32	11.81%	1
Missouri***	45	39	5	11.36%	2
Virginia	89	81	8	8.99%	3
California***	114	104	8	7.14%	4
Tennessee	35	33	2	5.71%	5
Florida	109	103	6	5.50%	6
Indiana***	42	39	2	4.88%	7
New York	68	65	3	4.41%	8
Massachusetts***	119	113	5	4.24%	9
Ohio	308	296	12	3.90%	10
Connecticut***	114	109	4	3.54%	11
New Jersey	33	32	1	3.03%	12
Alabama	86	86	0	0.00%	13
D.C.	10	10	0	0.00%	14
Maine	31	31	0	0.00%	15
Michigan	4	4	0	0.00%	16
Utah	15	15	0	0.00%	17
Total/U.S. Average	**1493**	**1399**	**88**	**5.92%**	

**States not listed do not offer this program in the area vocational centers.*
***All ties ranked alphabetically.*
SOURCE: U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

Mechanics and Repairer—Apprentice Training*

State	Total	Total Male	Total Female	Percent Female	Rank**
Michigan	4	2	2	50.00%	1
North Carolina	4	3	1	25.00%	2
Ohio	117	97	20	17.09%	3
Kentucky***	118	107	12	10.08%	4
Mississippi***	15	13	1	7.14%	5
South Dakota	18	17	1	5.56%	6
Missouri	19	18	1	5.26%	7
Arkansas	24	23	1	4.17%	8
Florida***	450	432	17	3.79%	9
Tennessee***	252	244	9	3.56%	10
Virginia	637	614	22	3.46%	11
Louisiana	98	95	3	3.06%	12
New Jersey***	308	301	8	2.59%	13
California***	157	154	2	1.28%	14
Alabama	3	3	0	0.00%	15
Connecticut***	9	8	0	0.00%	16
D.C.	12	12	0	0.00%	17
Illinois	40	40	0	0.00%	18
Indiana	6	6	0	0.00%	19
Massachusetts	9	9	0	0.00%	20
Montana	12	12	0	0.00%	21
New York	139	139	0	0.00%	22
West Virginia	23	23	0	0.00%	23
Washington	91	91	0	0.00%	24
Wisconsin	65	65	0	0.00%	25
Total/U.S. Average	**2630**	**2528**	**100**	**3.81%**	

States not listed do not offer this program in the area vocational centers.
**All ties ranked alphabetically.*
***Office for Civil Rights reported total does not agree with the computed total.*
SOURCE: U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

Precision Production—Apprentice Training*

State	Total	Total Male	Total Female	Percent Female	Rank**
Michigan***	23	20	4	16.67%	1
California***	25	21	3	12.50%	2
Ohio	113	100	13	11.50%	3
Georgia	216	195	21	9.72%	4
Missouri	13	12	1	7.69%	5
Virginia	778	719	59	7.58%	6
Connecticut***	569	526	41	7.23%	7
Illinois	171	162	9	5.26%	8
Tennessee	121	115	6	4.96%	9
Indiana	582	554	28	4.81%	10
Washington	173	165	8	4.62%	11
Louisiana***	233	225	9	3.85%	12
Wisconsin***	125	123	3	2.38%	13
Massachusetts***	169	166	4	2.35%	14
Florida***	91	88	2	2.22%	15
Iowa***	93	91	2	2.15%	16
Pennsylvania***	890	868	19	2.14%	17
Oklahoma	833	820	13	1.56%	18
New Jersey***	1171	1164	6	0.51%	19
Alabama	36	36	0	0.00%	20
Arkansas	93	93	0	0.00%	21
Delaware	8	8	0	0.00%	22
Idaho	13	13	0	0.00%	23
Kansas	82	82	0	0.00%	24
Kentucky	13	13	0	0.00%	25
Maine	13	13	0	0.00%	26
Minnesota	53	53	0	0.00%	27
Mississippi	78	78	0	0.00%	28
Montana	8	8	0	0.00%	29
North Dakota	24	24	0	0.00%	30
New York	70	70	0	0.00%	31
Utah	16	16	0	0.00%	32
West Virginia	19	19	0	0.00%	33
Total/U.S. Average	6915	6660	251	3.63%	

*States not listed do not offer this program in the area vocational centers.
**All ties ranked alphabetically.
***Office for Civil Rights reported total does not agree with the computed total.
SOURCE: U.S. Department of Education, Office for Civil Rights, "Vocational Education Civil Rights Survey, Area Vocational Centers," OCR: Washington, DC, 1984 (unpublished data).

SUMMARY CHART

Preparing Women for College	*Number States	AL	AK	AZ	AR	CA	CO
SAT Math Scores	51	20	34	19	22	33	15
SAT Math Gap	51	31	39	22	44	32	38
SAT Verbal Scores	51	15	29	19	14	43	18
SAT Verbal Gap	51	37	20	28	21	32	22
MA Degree Goal	47	11	34	2	5	4	6
PhD Degree Goal	47	5	39	13	7	25	18
Phys Sci Major (% Women)	47	3	40	21	6	32	24
Full Time College Enrollment	51	16	12	32	18	15	36
Part Time College Enrollment	51	50	11	49	1	45	42
BA Awarded	51	20	2	43	19	24	41
MA Awarded	51	19	13	36	15	42	23
PhD Awarded	51	3	51	33	40	34	22

Preparing Women for Skilled Trades Occupational Preparation Programs	*Number States	AL	AK	AZ	AR	CA	CO
Agriculture	45	31	-	-	12	21	10
Communication Technologies	25	-	-	21	10	14	-
Construction Trades	49	28	0	42	10	5	4
Engineering	46	27	24	30	-	5	14
Industrial Arts	8	-	-	-	-	-	-
Mechanics and Repairers	49	22	33	49	27	2	13
Protective Service	18	-	-	5	-	7	-
Precision Production	49	41	-	24	11	9	32
Transportation	29	0**	4	0	7	3	23

Apprentice Training	*Number States	AL	AK	AZ	AR	CA	CO
Construction Trades	35	-	-	-	26	23	16
Engineering	17	0	-	-	-	4	-
Mechanics and Repairers	25	0	-	-	8	14	-
Precision Production	33	0	-	-	0	2	-

Includes the District of Columbia

***A rank of zero (0) means that the program's enrollment is 100 percent male.*

Summary Chart

CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME
35	37	50	43	48	29	25	16	46	1	4	9	27	41
19	29	33	6	9	1	45	40	16	34	17	5	41	10
34	32	47	44	49	48	20	25	46	2	4	6	24	36
15	23	47	29	34	10	35	44	24	25	16	1	48	6
35	44	25	28	39	23	20	10	40	24	-	7	14	47
43	32	23	26	33	41	10	16	40	6	-	12	3	46
41	28	2	29	16	9	17	36	44	25	-	10	7	46
7	1	14	28	23	5	49	34	24	48	43	19	22	21
19	35	33	36	27	47	20	28	18	44	22	9	5	4
12	1	3	46	21	11	50	28	44	31	33	15	29	7
22	26	33	31	7	16	50	34	20	41	12	2	4	25
10	24	4	11	14	42	50	35	36	37	25	46	43	47

CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME
-	18	45	17	2	-	25	27	29	43	39	16	15	34
-	3	5	16	15	-	-	0	17	8	23	-	13	-
19	36	24	26	6	-	0	32	25	40	8	22	3	29
6	10	37	28	18	-	35	2	11	3	32	33	15	29
7	-	-	-	-	-	-	-	-	-	-	-	0	-
4	34	18	15	38	-	37	6	48	47	5	26	25	41
-	-	-	9	-	-	-	0	-	-	-	-	-	-
14	13	26	10	34	-	37	21	42	18	20	45	-	43
18	-	-	13	-	-	-	-	-	0	6	17	21	24

CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME
12	0	3	14	19	-	21	6	15	2	17	4	18	5
11	-	0	6	1	-	-	-	7	-	-	-	-	0
0	-	0	9	-	-	-	0	0	-	-	4	12	-
7	0	-	15	4	-	0	8	10	16	0	0	12	0

Summary Chart

MD	MA	MI	MN	MS	MO	MT	NE	NV	NH	NM	NJ	NY	NC
38	39	21	7	17	18	6	8	31	28	12	45	40	49
35	11	46	20	49	36	47	50	21	30	2	18	23	3
38	37	26	13	16	21	12	9	30	28	11	42	41	50
38	26	49	17	50	43	46	45	2	36	3	27	33	30
31	38	3	18	19	16	22	21	9	42	8	37	29	41
29	45	14	21	2	19	20	8	17	44	11	31	30	42
12	42	8	30	5	22	13	31	18	45	4	34	27	14
8	13	29	31	20	30	47	41	40	4	39	10	6	11
41	43	38	17	6	30	32	13	21	12	10	29	14	23
6	9	39	14	4	36	47	22	45	30	37	10	17	13
21	37	43	38	6	45	48	17	1	47	27	30	14	8
5	21	18	39	27	38	30	48	2	49	6	17	9	26

MD	MA	MI	MN	MS	MO	MT	NE	NV	NH	NM	NJ	NY	NC
6	5	4	41	36	28	42	-	-	35	8	7	22	26
1	-	9	12	2	-	-	-	4	-	-	22	11	-
31	-	34	33	2	7	12	16	0	43	13	15	9	18
16	12	4	34	-	42	38	-	-	0	8	31	1	7
-	5	-	-	-	1	-	-	-	-	-	6	-	-
31	9	12	40	28	30	21	-	29	42	7	17	23	20
-	15	4	12	-	-	-	-	-	13	0	-	3	-
17	8	19	33	38	6	36	15	16	2	40	28	4	35
0	16	8	22	19	20	12	-	-	-	-	0	-	-

MD	MA	MI	MN	MS	MO	MT	NE	NV	NH	NM	NJ	NY	NC
-	9	0	29	0	20	-	-	-	-	-	25	27	31
-	9	0	-	-	2	-	-	-	-	-	12	8	-
-	0	1	-	5	7	0	-	-	-	-	13	0	2
-	14	1	0	0	5	0	-	-	-	-	19	0	-

Summary Chart

ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA
3	26	13	30	42	44	51	2	14	47	10	32	36	23
51	26	42	27	12	28	7	43	15	24	48	13	8	25
3	27	8	31	39	40	51	1	10	45	5	33	35	23
4	31	39	11	7	40	42	14	18	41	51	5	12	8
-	26	12	30	45	33	43	-	27	32	1	46	36	17
-	24	4	34	38	37	36	-	9	28	1	47	35	27
-	26	15	47	37	39	11	-	19	33	23	43	20	38
45	33	46	44	27	3	17	42	25	38	51	2	9	37
26	48	25	39	40	8	3	15	31	37	51	7	16	46
35	32	38	42	27	16	18	48	26	23	51	8	5	34
39	28	18	24	35	44	3	46	10	32	51	5	11	40
28	12	20	13	19	23	7	44	8	15	45	1	31	29

ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA
44	20	3	9	1	13	24	37	30	14	38	40	32	19
-	18	-	-	7	-	-	-	-	6	-	-	20	19
1	35	17	0	14	41	23	20	11	39	37	0	30	27
39	43	13	41	17	26	21	44	19	22	9	-	23	25
-	-	-	-	-	-	2	-	4	-	-	-	3	-
46	36	16	1	44	43	45	11	8	10	3	35	39	24
-	2	1	-	8	-	-	-	-	-	6	-	14	10
1	30	5	31	29	23	7	47	46	12	48	39	25	22
-	2	5	-	1	-	-	-	9	-	14	-	15	10

ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA
0	1	11	-	28	-	-	-	30	24	13	-	10	7
-	10	-	-	-	-	-	-	5	-	0	-	3	-
-	3	-	-	-	-	-	6	10	-	-	-	11	0
0	3	18	-	17	-	-	-	9	-	0	-	6	11

Summary Chart

WV	WI	WY	US AVERAGE	No. 1 Ranked State	
24	11	5	452	LA	549
14	37	4	47	HI	31
22	17	7	425	SD	530
9	13	19	12	KY	0
-	15	13	26.6%	UT	32.5%
-	22	15	18.3%	UT	35.5%
-	35	1	10.6%	WY	17.3%
35	26	50	48.2%	DE	54.8%
2	24	34	55.7%	AR	63.1%
40	25	49	50.6%	DE	57.6%
9	29	49	49.3%	NV	60.8%
16	32	41	33.5%	VT	56.4%

WV	WI	WY	US AVERAGE	No. 1 Ranked State	
33	23	11	32.1%	PA	56.2%
-	0	-	32.9%	MD	88.0%
38	21	0	4.1%	ND	10.6%
40	36	45	13.7%	NY	39.4%
-	-	-	36.8%	MO	96.7%
32	14	19	4.1%	OR	10.4%
-	0	-	16.3%	OK	42.6%
44	49	3	21.0%	ND	29.2%
11	-	-	14.0%	PA	42.6%

WV	WI	WY	US AVERAGE	No. 1 Ranked State	
8	22	-	3.7%	OH	24.6%
-	-	-	5.9%	GA	11.8%
0	0	-	3.8%	MI	50.0%
0	13	-	3.6%	MI	16.6%

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